

DOCUMENT RESUME

ED 049 431

AC 010 195

AUTHOR Froberg, Signe E.
TITLE A Guide for the Development of an Inservice Education Program.
INSTITUTION Florida Regional Medical Program, Tampa.
PUB DATE May 71
NOTE 43p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Educational Objectives, *Educational Philosophy, Guidelines, *Inservice Education, Program Development, *Program Evaluation, *Program Planning, Staff Improvement, Teaching Techniques

ABSTRACT

This document suggests several things: a process for developing an inservice education program; suggested definition, philosophy, and objectives of inservice education; guidelines to assist in developing and maintaining an effective inservice education program; and a four-step job instructor training method which involves consecutively preparing the worker for training, presenting the job to the worker, try-out performance, and follow through. In the section devoted to the aforementioned guidelines, the following topics are discussed: useful principles in beginning the development of such a program; group process; characteristics of good inservice education programs; evaluating the effectiveness of inservice education programs; planning a program; ideas for program types; and descriptions of methods that may be used to implement the inservice program. (DM)

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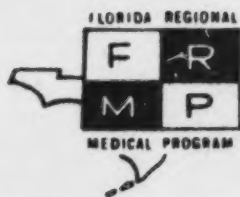
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**A
GUIDE
FOR
THE
DEVELOPMENT
OF
AN
INSERVICE
EDUCATION
PROGRAM**

by

**Signe E. Froberg, R.N., R.S.N., M.E.
FRMP Nursing and Allied Health Coordinator**



Florida Regional Medical Program

MAY, 1971

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1

ACKNOWLEDGEMENTS

Assistance in the preparation of this Guide was extended by Herman E. Hilleboe, M.D., M.P.H., F.A.P.H.A., who critiqued the manuscript through its developing stages; Iona Jamar, who typed the finished manuscript and Retta Habecker, who proofread.

TABLE OF CONTENTS

	<u>Pages</u>
SECTION I	
Process for Developing an Inservice Education Program	1-5
SECTION II	
Suggested Definition, Philosophy, and Objectives of Inservice Education	6-8
SECTION III	
Guidelines to Assist in Developing and Maintaining an Effective Inservice Education Program	10-13
Useful Principles in the Beginning Develop- ment of an Inservice Education Program.	14
The Group Process	15
Characteristics of Good Inservice Education Programs.	16
Evaluating the Effectiveness of Inservice Education Programs.	17
Planning a Program.	18
Ideas for Program Types	19-21
A Few Brief Descriptions of Methods That May Be Used to Implement the Inservice Education Program	22-33
SECTION IV	
Four-Step Job Instructor Training Method.	34-40

SECTION I

PROCESS FOR DEVELOPING
AN
INSERVICE EDUCATION PROGRAM

<u>Decision</u> to be made.	page 2
<u>Policies</u> to be written	page 2
<u>Philosophy</u> of institution.	page 4
<u>Implementing</u> an Overall Inservice Education Program	page 4

PROCESS FOR DEVELOPING AN INSERVICE EDUCATION PROGRAM

Decision:

There is an agreement between the governing board and the institution's staff that inservice education will improve the quality of care and increase the efficiency of the staff.

Policy:

The governing body has developed and issued written policy statements indicating the support of an inservice education program and what it wants to have happen regarding the development of personnel. Policy decisions are necessary in order that the inservice education program's operation be planned and directed systematically. Formulation and adoption of an inservice education program involves several issues or problems upon which policy decisions are required. Among the more important issues to consider are:

1. To what extent should the institution engage in inservice development of personnel.
 - a. Policies in writing provide the administrator and his staff with the authorization needed to plan and implement the inservice education program.
 - b. Policies should make it possible to provide whatever inservice education activities are necessary to recruit, select, induct and develop personnel to carry out the aims of the institution.
2. For whom shall the program be designed? Policy must indicate for whom the program is to be designed. Shall all personnel be included or only certain groups?
3. How shall responsibility be allocated for initiating, directing, carrying out, and evaluating the program? The policy statement should give reference to the matter of responsibility and the one who is to be the chief executive of the program. Some of this individual's responsibilities include:
 - a. Determining inservice education needs.
 - b. Encouraging personnel to participate in the program.
 - c. Establishing activities to meet immediate and long-range needs.
 - d. Evaluating results of program.

- e. Planning for the continuous improvement of personnel.
 - f. Translating policy to specific aims, programs, and practices.
4. What policies are needed to ensure time, staff, facilities, and resources to stimulate and strengthen the program? The chief executive's responsibility is to:
- a. Provide time, resources, and facilities to implement the program.
 - b. Provide qualified personnel to implement the program.
 - c. Delegate responsibilities to other staff members to assist and cooperate in the development and implementation of the inservice education program.
5. What studies need to be undertaken to develop an inservice education program? Collection of certain kinds of information is necessary to the formulation of a policy that is broad enough and yet informative enough to guide the developers of the inservice education program. The following questions may be helpful in determining the studies to be made:
- a. What are the immediate needs for inservice education?
 - b. What are the long-term needs?
 - c. What kinds of activities will be needed?
 - d. What personnel will be involved?
 - e. Will additional personnel be needed to maintain the inservice education program?
 - f. What are the short and long-term financial obligations of the proposed programs?
 - g. What priorities need to be established?
 - h. Will a higher skill level demand an increase in compensation (salary, etc.)?
6. What kinds of activities shall be included in the program? The effectiveness of the program will depend in part upon the appropriateness of procedures or methods employed in reaching the objectives.

7. What steps should be taken to guarantee that inservice needs will be provided through the budgetary process?
8. What steps should be taken to ensure program balance?
9. What provisions should be made for continuous review of the program?

Philosophy:

The philosophy of the Board of the institution contains a statement similar to the following:

We believe that while it is recognized that personnel can and should contribute to improving their effectiveness without administrative direction, the institution for whom they work has a responsibility to specifically plan and administer activities to promote the continuous development of all personnel, especially those activities that stimulate and improve the quality of care provided for patients.

Implementation:

An Inservice Education Advisory Committee should be formed during the initial planning period and should continue after the inservice education program is initiated.

Membership should be representative of the various departments and services in the health agency.

Activities of the committee includes:

1. Developing a statement of responsibilities for the Inservice Education Advisory Committee; such as,
 - a. objectives
 - b. functions
 - c. regulations
 - d. evaluation.
2. Developing the inservice education program philosophy and objectives.
3. Developing guidelines or regulations for such things as,
 - a. attendance requirements
 - b. time allotment for programs
 - c. frequency of programs
 - d. record keeping
 - e. reporting mechanisms

- f. utilization of available resources and facilities.
 - g. purchasing equipment and supplies
 - h. purchasing of reference materials
 - i. utilization of consultants or outside speakers
 - j. continuing education for inservice directors
4. Developing criteria for the selection of inservice education personnel as to:
- a. qualifications
 - b. responsibilities
 - c. to whom responsible
 - d. time allotted for their own inservice education improvement.

SECTION II

THIS SECTION PRESENTS:

1. A suggested definition
of inservice education. page 7
2. Suggested statements of
philosophy of inservice
education page 7
3. A suggested statement of
objectives for inservice
education page 7

A DEFINITION OF INSERVICE EDUCATION

Inservice education is a program of planned learning experiences providing opportunities within a working situation to improve the quality of care provided for patients by correcting information and skill deficiencies of personnel by assisting the inexperienced to acquire needed skills and attitudes, by keeping personnel abreast of changes in health care, and by stimulating the continuous development of occupational and personal abilities of each employee.

A PHILOSOPHY OF INSERVICE EDUCATION

We believe that individuals working in health care fields have an obligation to keep abreast of new knowledges, skills, and concepts of health care in order to improve the care they give to patients.

We believe that continuing education is fundamental to assisting employees to gain job satisfaction and to effectively contribute their job skills to the employing agency.

We believe that learning is a process that takes place within the individual leading to modification of behavior and that changes in behavior occur through various methods depending on individual differences and objectives of the learning experience.

We believe that inservice education programs assist the individual to realize his or her capabilities and true potentials as a health care provider, to learn new manual and behavioral skills, and to develop a deeper insight and greater understanding of the role and responsibilities of health care providers.

We believe that inservice education programs provide an opportunity for various individuals to work cooperatively together on common health care problems, leading to a more lasting improvement in the health care provided patients.

OBJECTIVES OF INSERVICE EDUCATION

1. Improve the knowledge and skills of personnel giving them greater competence and insight into their jobs.
2. Provide incentives and stimulation for the exercise and expression of initiative and partnership in the development and contribution of new ideas and methods for effective patient care.
3. Assist personnel to become more competent as health care providers in order to improve the quality of care given to patients.

4. Assist personnel to become more effective as health care providers by recognizing their individual needs and using these as a basis for further study.
5. Facilitate the learning development of personnel by providing an environment conducive to learning and by providing satisfying learning experiences.

SECTION III

This section provides guidelines and criteria for developing an overall inservice education program as well as individual programs to meet specific needs

1. Guidelines to Assist in Developing and Maintaining an Effective Inservice Education Program. . . . page 10
2. Useful Principles in the Beginning Development of an Inservice Education Program. . . . page 14
3. The Group Process. page 15
4. Characteristics of Good Inservice Education Programs . . . page 16
5. Evaluating the Effectiveness of Inservice Education Programs. page 17
6. Planning a Program page 18
7. Ideas for Program Types. page 19
8. Description of Methods That May Be Used to Implement the Inservice Education Program. page 22

GUIDELINES TO ASSIST IN DEVELOPING AND MAINTAINING AN EFFECTIVE INSERVICE EDUCATION PROGRAM

In order to be certain that an inservice education program is effective, it is valuable to have guidelines or operational principles which can be used as a yardstick in planning, organizing and conducting the activities of an inservice program. Following are such guidelines that may be used as a "yardstick" (they are not listed in any significant sequence).

- I. People work on problems that are significant to them.
Evidences that a problem is significant are:
 1. Participants become involved emotionally and intellectually.
 2. Participants view the problem as a basis for action.
 3. The situation is an emergency and requires immediate solution.
- II. The individuals who work on the problems are the same ones who formulate the goals and determine the methods by which goals will be accomplished.
- III. A variety of opportunities and situations are developed for personnel to relate themselves to each other.
- IV. Continuous attention is given to opportunities when individuals and groups can utilize problem-solving techniques. Each group develops its own particular sequence in solving the problem at hand. One step in the sequence involves the evaluation process providing a means for continuing development.

Consider the following questions when using the problem-solving process:

1. How realistic are our goals?
2. On what specific problems are we working?
3. Are we moving from the identification of problems to an attack upon a problem?
4. Are we utilizing all potential resources? (group members, consultants, research, facts, feelings, experience, opinions)
5. Are we planning for utilizing a variety of procedures?

6. Are we achieving variety in the role structure in this group?
 7. What communication strengths and weaknesses do we have in this group?
 8. What methods have we agreed upon for making decisions?
 9. What means have we developed for assimilating new members and late arrivals?
 10. How are we studying the relationships of this group to all related individuals and groups?
 11. Have we perfected any means for moving from decisions into action?
 12. How are we assessing, testing and evaluating the significant consequences as we proceed?
 13. Are we accepting the facts of differences in perceptions of group members?
- V. The atmosphere that is created is conducive to building mutual respect, support, freedom, and creativity.
1. It is the secure individual who usually participates freely. These individuals should be encouraged to accept responsibility, to initiate activities and to assume leadership roles.
 2. A feeling of achievement is essential to the fostering of this kind of a climate.
 3. In order to use democratic procedures it is essential for all participants to actively accept the concept that every individual is a worthwhile contributing member.
- VI. The simplest possible methods are developed to move from decision making into action taking.
1. It is essential to establish effective two-way communications in order to reach a decision shared by the group, remembering face-to-face communication is far more meaningful than a written communication.
 2. The decisions made by the group should be used, otherwise good reasons for not using them should be presented in order to maintain the interest of the group and its active participation.

3. The group must know the accepted procedures for making and putting decisions into action in order to keep the group activities effective.

VII. Participants are constantly encouraged to test and to try ideas and plans in real situations.

1. Remember that the major purpose of inservice education is improving patient care.
2. All planning and decisions must evolve around improving the effectiveness of the care given to patients.

VIII. An integral part of all inservice education is appraisal or evaluation.

1. Determine what the activity is actually accomplishing and to what extent it is reaching the goal or goals.
2. Determine those activities that seem to be most effective in improving patient care, make the necessary changes in procedures and practices, and inform and teach the why and how of these changes.
3. Methods for reducing resistance to appraisal include:
 - a. Include all those individuals who are affected by the evaluation.
 - b. Do a good job in communicating purposes and value of evaluation.
 - c. Make every effort to separate descriptive data from value judgments.
 - d. Make the application of value judgments a joint enterprise of all those who are involved.

IX. Continuous attention is given to the effect each group has on another and their interrelationships.

X. The fact that there are individual differences among members of each group is accepted and is effectively utilized.

1. The individual differences that seem to have the most impact in inservice education groups include:
 - a. values

- b. concepts of role
 - c. attitudes toward change
 - d. skill in human relations
 - e. knowledge of patient care aspects
2. Members who seem to be categorically opposed to change often can be helpful in causing the group to be more critical and precise in their decisions and actions.
- XI. Inservice education activities are pertinent to present day needs and knowledges.

USEFUL PRINCIPLES IN THE BEGINNING DEVELOPMENT OF AN INSERVICE EDUCATION PROGRAM

Beginning effective inservice education programs:

1. Have as simple an organizational structure as possible.
2. Do not undertake too many things at one time.
3. Avoid becoming involved in complex and long-term projects until they have become more stable in their development because evidences that tangible progress and worthwhile achievements are taking place, are the most effective stimulants to continuous growth and pursuit of knowledge and understandings.

In developing inservice educational experiences, remember:

1. Begin with those problems that worry, disturb and irritate the personnel.
2. Start where the personnel are, and give them time to grow.
3. Work with them, not for them.
4. Keep the organizational set-up simple and easy to remember.
5. Maintain flexibility.
6. Be content with small beginnings.
7. Move step by step into more complex problems.

THE GROUP PROCESS

Many experiments have indicated that individuals do not think at the highest levels of their potential when and if they think alone. Interaction with others increases both the depth and breadth of thinking. The responses an individual makes to the ideas of others whether spoken or not brings about growth within the participating individuals

Listed below are some reasons why personnel should work together as a group:

1. They are able to identify or limit a common problem more readily and accurately.
2. They are more selective in determining the methods to be used in searching for the answers.
3. They are able to analyze the various points of view relating to the problems.
4. They are able to be more objective in evaluating a program while it is in motion.
5. They are able to be more objective in evaluating how they themselves are growing.
6. They are able to make changes in the program as the need arises.
7. They are able to share information.
8. They create an atmosphere of interest and understanding.
9. They are able to determine those personal problems that prevent progress.
10. They are able to put into effect those decisions which are made.

CHARACTERISTICS OF GOOD INSERVICE EDUCATION PROGRAMS

1. Inservice education activities receive direction from and are related to work the personnel are doing. The activities are based on real and specific problems of the workers, the patients and the community.
2. All the personnel have a significant share in planning all inservice activities which stimulates a desirable attitude toward change.
3. Health care providers are intrinsically motivated to engage in meaningful activities. Real self-improvement originates from within. The inservice educator strives to develop the insights and thinking of others rather than imposing his own.
4. Sound principles of learning are utilized: learning is growth; growth is personal and gradual; growth takes place in a climate favoring the development of new perceptions that can be translated into actual practice.
5. Inservice activities are an integral part of the working program. It is realized that almost any activity that is added to the working load or workday, as an extra, is doomed to failure. Time and money are provided for the proper functioning of the inservice program.
6. The inservice education program is characterized by a variety of activities designed to serve specific purposes. Participation in, and cooperative relationships with community and state educational facilities are included in the activities.
7. Activities of the inservice program are carefully and intelligently evaluated, and continuously being improved.

EVALUATING THE EFFECTIVENESS OF INSERVICE EDUCATION PROGRAMS

Some method of evaluating inservice education programs is essential in order to ascertain their effectiveness.

1. In developing evaluation processes, consider the following:
 - a. Evaluation should be an integral part of the inservice activity.
 - b. Evaluation should be planned in light of the specific purpose for each program.
 - c. Evaluations that are comprehensive use various devices and techniques.
 - d. Evaluation should be based on objective evidence that has been collected.
 - e. Evaluation should be concerned with the means as well as the ends.

¹
Virgil E. Herrick has listed five judgments he believes are important in helping groups determine the changes that result from inservice education programs. These judgments are:

1. "The perception of the presence of change in relation to some continuum of behavior."
2. "The determination of the amount of change which necessitates the quantification of observable differences in terms of some countable unit."
3. "The determination of the rate of change or the quantity of change per unit of time."
4. "The determination of the direction of change which requires some goal definition of a determined means-end relationship."
5. "The determination of the nature of the relationship that exists among changes."

(1) Herrick, Virgil E., *National Society for the Study of Education Yearbook*. (1956). Part I. pp. 311-338.

PLANNING A PROGRAM

- I. Identify the problem or problems. The success of inservice education programs largely depends upon the degree to which the participants themselves identify their problems.
- II. Analyze the problem:
 1. into terms of specific characteristics and limitations;
 2. as to classification or type--
 - a. knowledge transmission (knowledge encompasses the need for facts plus understanding of how to use those facts)
 - b. skill development (skills imply the translating of knowledge into behavior)
 - c. improved understandings (behavior is conditioned by emotion, sensitivity, and perception)
 - d. changed values and attitudes.
- III. Determine the activities best suited as a means of solving the problem(s).

IDEAS FOR VARIOUS TYPES OF PROGRAMS

The following list consists of suggestions for different types of programs that might be developed:

1. Task-centered: The group works on a specific project; such as, a patient care card or making out a report.
2. Idea-centered: Here the focus is on the clarification of concepts or philosophy.
3. Problem-centered: This is not concerned with a specific problem but is concerned with how to identify, refine, and work toward the solutions of many different problems.
4. Skill-centered: The concern here is on the development of skills that are needed.
5. Policy-centered: Here the focus is on the development of general guides to action and how policies differ from the implementation of policies.
6. Appreciation-centered: The stress here is on the general education of the participants.
7. Agenda/Program building, goal-setting: The use of the group as a "laboratory" for study, including the analyzing of difficulties that arise in reaching decisions concerning the agenda or program and the planning for experimentation of new procedures.
8. Effective Chairmanship: Here there should be a rotation of the chairman role through the group, with an analysis of the chairman behavior. To encourage discussion the group could use a prerecorded tape as well as role playing of problem situations that require action on the part of the chairman.
9. Overcoming frustration, reducing confusion, alleviating low morale: Use the group as a laboratory and analyze the blockages. Discuss resource materials that deal with the methods that groups use in diagnosing difficulties.
10. Increasing member sensitivity to feelings and perceptions of other members: Here an exercise on perception can be used and each member estimates each other member's view on an issue facing the group.
11. Process analysis: Here the group analyzes the performance of the observer as he practices the role of the observer. There should be a rule that any member may initiate the process analysis at any point during the meeting.

12. Orientation of new or absent members: Here the ones to be oriented and those doing the orientation come together in a study session to plan how the orientation will be done; they will then carry it out experimentally and then evaluate it carefully.
13. Handling conflict and disagreement: The group meets to discuss the nature of conflict. Previously tape-recorded episodes could be used as a basis for each member to try to resolve the conflict--a type of analysis.
14. Dealing with "problem-members": These include the monologist, the one who withdraws, the non-goal directed member. Here it would be valuable to have the group analyze what features are precipitating difficult behavior reactions. Role reversal, where "problem-members" exchange places with other group members to increase insight and empathy. The use of the "alter ego" technique may be valuable--here unvoiced thoughts and feelings are spoken by another member.
15. Problem solving: In this situation the steps and stages of problem-solving are presented and discussed. A valuable tool is to tape record the group discussion, then listen to the tape. The tape is stopped at intervals in order to analyze and clarify the problem-solving procedure.
16. Decision-making and follow-through: As each decision is made, the group stops and each member writes down his perception of the decision; then they are compared and analyzed. A record is kept on the follow-through of each decision.
17. Evaluation: The group develops and constructs reaction sheets to determine the reactions of members to a specific meeting or meetings.
18. Continuing familiarity with new knowledge in specified subject areas.
19. Human growth and learning, such as "developmental tasks", manual dexterity, skill development.
20. Increased skill in providing for the individual differences in patients and personnel.
21. Improved attitudes and skills involved in co-operative action research. The mastery of principles of co-operative group work is not easy.

22. Greater skill in utilizing community resources.
23. How to learn a new job.
24. The development and refinement of common values and goals.
In order to change a group's values and goals, it is necessary for the group to experience and communicate their own values and goals.
25. The building of "professionalism": for this feeling to exist, the individual must sense the magnitude of his/her role, the significance it has to patient care and welfare, and to society as a whole.

A FEW BRIEF DESCRIPTIONS OF METHODS THAT MAY BE USED TO IMPLEMENT THE
INSERVICE EDUCATION PROGRAM

	<u>Page</u>
Brainstorming	23
Buzz Session	23
Classroom Observation	24
Committee	24
Conference	25
Course.	25
Demonstrations.	25
Directed Practice	26
Field Trip.	26
Film or Television.	27
Firsthand Experience.	27
Institute	27
Internship.	27
Panel	28
Research.	28
Role-Playing.	30
Staff Bulletin.	30
Tape Recordings	31
Workshop.	31

Note: These descriptions are brief and do not include all aspects. It is recommended that the reader check the literature for more in-depth content when a particular method is being considered.

BRAINSTORMING: Essential elements

Essentially a structured situation when verbal ideas are drawn out from those participating in order to obtain the greatest number of suggestions in the shortest period of time, concerning a given problem.

There are four basic rules that structure a "brainstorming" session. These are as follows:

1. The aim is quantity. The more ideas, the better.
2. There must be an atmosphere that every idea is worthwhile and valuable.
3. There must be complete freedom of expression, no matter how far out ideas may seem to be.
4. As an idea is voiced, it may be developed or supplemented by another person with a goal of seeking various combinations and improvements of each idea.

THE BUZZ SESSION

The "buzz session" is a means of encouraging group members to be more active in a discussion.

1. Structure of the group:
 - a. Five to eight participants in each group.
 - b. The group should be arranged in a circle, semi-circle, or around a table.
 - c. Each group should be situated separately from another.
 - d. The group leaders (a leader and a recorder) may be assigned, selected by the group, or emergent leadership may be encouraged.
2. Instructions that should be given to each group:
 - a. Information concerning the problem or problems they are to attempt to resolve.

- b. The length of time they will have in which to interact.
- c. What is expected of them before they return to the larger group.

CLASSROOM OBSERVATION

Classroom observation is a potentially useful device for teaching growth.

1. It forces teachers to re-examine their own teaching habits and procedures.
2. It brings about an increased understanding of student behavior.
3. It stimulates teachers to try out new ideas.

THE COMMITTEE: A brief summary

The committee consists of a small group engaged in an activity which has a rather specific purpose in mind.

It is generally associated with a larger meeting or group which has chosen to delegate a specific problem to a smaller group to develop a solution or solutions to the problem. The committee brings its conclusions back to the larger group for their final decision.

The purposes of the group are rather specific and are predetermined. It is usually a more formal group than some of the others.

The committee method may be used by almost any type of a group. However, it is of doubtful value when the purpose is to produce new ideas, to change people, or to avoid making decisions.

THE CONFERENCE

This is probably the most loosely used term to describe a particular organizational arrangement.

It is characterized by being well structured in advance of the meeting; a predominance of talking and listening as opposed to doing: being effective in arousing enthusiasm, fixing purposes firmly in mind, and stimulating ideas.

THE COURSE

A course is usually sponsored by an educational institution.

Characteristics of a course include:

1. Its structure is usually structured.
2. There is a designated meeting time.
3. There is a regular meeting place.
4. There is a distinct subject being studied as part of an overall curriculum.
5. A variety of teaching materials and methods are employed to assist in accomplishing the stated goals.
6. It begins and ends within a definite time period.
7. There is an assigned or designated leader.

DEMONSTRATIONS

The "demonstration" involves the presentation of a prearranged series of events to be observed by a group. It is planned to be as realistic as possible, emphasizing aspects of the operational behavior that the observers need to see.

In selecting a demonstration, one must consider the needs of the observers, the ideas to be emphasized, the materials to be used, and the procedures or techniques that can be effectively observed.

To assist the observers to be actively involved in the demonstration, observation guides should be employed. The guide should be so prepared that it encourages the observers to analyze, record and tabulate their observations.

After a demonstration, it is beneficial to plan that the group share their impressions, analyses, and recordings, and to draw conclusions and make applications.

DIRECTED PRACTICE

This activity involves individualized laboratory activities where "doing" is emphasized as against "talking."

Characteristics of "directed practice" are:

1. The emphasis upon doing.
2. It is an individualized activity.
3. These activities are arranged out of context so as to permit guided experience without the pressures of the real-life situation.

It may be a valuable method of use where there is a need to develop a skill on an individual basis.

THE FIELD TRIP

A field trip is a trip away from the institution and is intended to have the personnel see the on-going operations in their community that are related to their particular area of interest and work.

FILM OR TELEVISION (video-tape)

This form of activity has many opportunities to be valuable in inservice educational programs.

FIRSTHAND EXPERIENCE

This activity refers to any planned activity in which the participants--

1. gain attitudes,
2. develop understandings,
3. acquire skills,

through actually experiencing designated situations and by accepting the responsibilities associated with these situations. It is similar to an internship or apprenticeship.

INSTITUTE

The institute is similar to the conference, where a large group participates. It is generally structured in advance. Talking and listening are the pre-dominant activities.

THE INTERNSHIP-APPRENTICESHIP

The internship provides for firsthand experiences which are under guidance. It is usually continuous for a prolonged period of time (a few weeks to many months).

The activities take place in a real situation rather than out of context. These activities are usually numerous and varied.

THE PANEL

The panel consists of two or more speakers organized to verbally present a single topic.

There are several forms of the panel with the emphasis on facts and ideas:

1. Informal - Here the speakers interact with each, with a good deal of spontaneity.
2. Symposium - This is a formal series of brief presentations.
3. Debate - This is a structured form of the panel.

RESEARCH

Purposes: Scientific research is to:

1. Discover truth.
2. Understand cause and effect relationships.
3. Make accurate predictions.

Research in the health fields includes biological, epidemiological, social science, and administrative aspects.

Research involves:

1. Recognizing a problem.
2. Establishing a hypothesis.
3. Surveying all related data to shed light on the problem.
4. Pursuing the hypothesis to a conclusion (preferably by carefully controlled experimentation).
5. Arriving at a conclusion (one may possibly deviate from this source or terminate the study on the basis of findings).
6. Making a generalization for application or establishing a principle.

Research methods help to develop more scientific approaches to problems, help one to become more objective in his criticisms and become less prejudiced thereby becoming more honest in his thinking.

Values of Research:

1. It requires a careful study of literature.
2. It serves as an excellent motivation for extensive and critical reading.
3. It compels one to think through and establish a workable research design.
4. It forces one to develop a scientific attitude (objectively and scholarship).
5. It motivates one to make generalizations and applications from research findings.
6. It compels a blending of humility and scholarship.
7. It creates a climate of scholarship.
8. It impels one to make a written description of the research process.
9. It extends the spectrum of interests.
10. It is a major means of receiving deserved recognition.
11. It assists one to learn what he did not know before and often to discover in the process the uselessness and handicaps of his prejudices.

Advantages of Research:

1. It challenges the interests of the participants and others who come in contact with the activity.
2. It is a valuable method for enhancing the inservice education personnel.
3. It has a practical application for the participants.
4. It has potential for improving patient care by encouraging behavior changes in participating personnel.
5. It builds morale.

6. It provides a means for greater freedom to explore and apply new knowledge and new patient care methods.
7. It improves communication channels.
8. It involves all levels of personnel.
9. It may involve lay people and thereby help to improve public relations.
10. It improves the personnel's understanding of his patients and their needs.
11. It encourages the personnel to be creative and imaginative.
12. It helps to close the gulf that frequently exists between knowledge and its application.
13. It affords flexibility and submits readily to re-testing or re-analysis.
14. It is considered as an effective method to use in bringing about changes in patient care.

ROLE-PLAYING

This involves having small groups spontaneously dramatize or act out their responses to a specific problem situation.

STAFF BULLETIN

The bulletin can be used to acquaint personnel with such things as,

1. new patient care methods
2. the findings of experiments
3. the productions of study groups
4. pressing problems

The primary purpose should be to improve patient care.

TAPE RECORDINGS

Various uses of tape recordings can be beneficial in inservice education programs.

Some of these are:

1. Analyzing behavior response situations.
2. Stimulants for discussion.
3. Obtaining facts and ideas.

THE WORKSHOP

I. Definition:

The workshop is a meeting of a group of experienced people whose purpose is an intensive consideration of some practical and common educational problems.

II. Specific requirements of a good workshop are:

1. The purposes of the workshop should be carefully defined as well as its scope in order to determine:
 - a. Selection of staff members and consultants.
 - b. Admission of participants.
 - c. Selection of the place where the workshop will be held.
 - d. Searching for community resources that may be useful.
 - e. Announcing the workshop--publicity.
 - f. When outsiders are invited, arrangements must be made for housing, meals and recreation.
 - g. Provision must be made for the financial aspects.
2. The individuals invited to participate should be competent, know the problems to be discussed, be interested, and should realize the need for this workshop.

3. Those who will be participating should do some careful preplanning in advance of the workshop. The preplanning session should:
 - a. Establish purposes and scope.
 - b. Determine the admission regulations.
 - c. Select the place to have the workshop.
 - d. Set up the workshop.
 - e. Arrange for the materials and equipment that will be needed.
 - f. Prepare the publicity and orientation materials.
4. Organize an appropriate and attractive workshop center.
5. Throughout the workshop, the members should continually plan and operate the sessions cooperatively.
6. Opportunities for continuous advice, counseling and guidance should be easily available.
7. The schedules should be flexible for when objectives are changed, so must the means of detecting and measuring the outcomes of change.
8. The evaluation process should be continuous throughout the workshop sessions.

III. Some characteristics of an effective workshop:

1. It develops from the needs of those participating.
2. It provides expert assistance.
3. It is flexible and can, therefore, be adapted to many different groups and situations.
4. It provides for the sharing of experience and for the pooling of information.
5. It gives support when there is to be a change in a program because it assures the approval of the group.
6. It develops skills of both individuals and groups in their task of solving new problems.
7. It motivates the participants to change their behavior when such changes are desirable.

8. It increases the morale of the group and those who are affected by the workshop outcomes.
9. It strengthens the working relations with those in different status assignments.
10. It develops the "know how" in utilizing democratic procedures in situations outside of the workshop group.
11. It clarifies the meanings of the objectives of education and causes them to be more distinct rather than vague statements.
12. It evaluates the results of the effort as well as the process by which these results were obtained.

IV. The following situations and conveniences would enhance the success of a workshop:

1. Appropriate physical conditions for group action--
 - a. a place away from the institution,
 - b. large enough to permit activity within small groups and between the groups.
2. That consultants be available where and when their assistance is needed.
3. Assistance of a secretary-recorder.
4. Available equipment; such as, paper and pencils, that may be needed by the participants.
5. Access to bibliographies to facilitate the location of the most appropriate information.
6. Access to library facilities.

SECTION IV *

The information presented in this section will give the instructor some pointers in teaching or training personnel.

FOUR-STEP JOB INSTRUCTOR TRAINING METHOD:

STEP I - PREPARE THE WORKER FOR TRAINING.	page 35
STEP II - PRESENTING THE JOB TO THE WORKER.	page 36
STEP III - TRY OUT PERFORMANCE	page 38
STEP IV - FOLLOW THROUGH	page 39

*Author Unknown

FOUR-STEP JOB INSTRUCTOR TRAINING METHOD

STEP I - PREPARE THE WORKER FOR TRAINING

A. Put him at ease.

1. Reasons for worker apprehension at start of training:
 - a. Fear that he will be unable to learn.
 - b. Worry about his ability to please instructor.
 - c. Fear of unsympathetic treatment by instructor.
 - d. Fear of how he will appear to others in class.
 - e. Dislike of going back to school.
 - f. Belief that need for training shows he has failed in job.
2. Ways to overcome worker apprehension.
 - a. Make training informal--as little like school as possible.
 - b. Assure worker he will not be ridiculed in front of others.
 - c. Give encouragement.
 - d. Give praise. Play down adverse criticism.
 - e. Blame yourself if instruction fails.
 - f. Explain fully the reasons for training:
 - (1) Training will make job easier.
 - (2) New techniques have been developed.

B. Explain what the job is and its purpose and importance.

1. Show that each job is related to an end goal.
2. Explain the specific importance of each job and thus the importance of the person who performs it.

C. Create and maintain worker interest in learning.

1. Interest cannot be taken for granted.

2. Constantly emphasize throughout training the reasons why the worker should be interested in training.
 - a. It makes his job easier.
 - b. It helps make him a craftsman.
 - c. It helps him advance.
 - d. It makes his job more interesting.
 - e. It gives him satisfaction and feeling of accomplishment.
 - f. It increases the interest of others in his job and ups his social status.

STEP II - PRESENTING THE JOB TO THE WORKER

- A. Train in the exact order of the job breakdown.
 1. Presenting points out of order confuses learners.
 2. Order helps eliminate hesitancy or confusion on your part that can cause workers to lose confidence in you.
- B. Set the entire method in the worker's mind by running through it quickly from start to finish.
- C. Explain and demonstrate one step at a time.
 1. Take nothing for granted.
 2. Tell and show each motion.
- D. Emphasize key points.
 1. Hit hardest those points on which most of the method's success depends.
 2. Don't let this emphasis prevent you from giving details.
 - a. Details show worker there is a great deal to learn about the job duties and details build respect for job.
 - b. Details are necessary to show all reasons for actions and reasons why job is easier.
- E. Use simple, clear, short words and language.
 1. Make your meaning clear.

2. Avoid "talking down" to your listeners.
3. Practice the right words, phrases and actions prior to each training session.

F. Maintain worker's attention.

1. Ask specific questions.
2. Don't bore them.
 - a. Avoid long, unbroken speeches.
 - b. Vary your tone of voice.
 - c. Change position, or create action.
3. Tell jokes if possible.

G. Set high standards in the way you demonstrate methods.

1. Worker is watching you carefully.
2. He is not only learning how but how well to do the job.
3. If you make the job look hard, you can't convince him that it is easy.
4. Practice before class several times, in the area where class will be held.

H. Relate methods to worker's experience.

1. Show how they resemble or differ from old methods used.
2. Compare actions to those used in baseball, boxing, etc.

I. Give examples of good and bad ways of doing things.

1. Don't emphasize the bad too much.
2. Make certain the bad methods are awkward, inefficient and clearly inferior.
3. Do not associate bad methods with anyone in the class.

J. Prove how using their heads can save their backs.

1. Stimulate their thinking by showing them how to select the easiest ways to do things.
2. Accept and praise original suggestions made by them.

K. Make sure your procedures are standardized.

1. Don't change methods from day to day.
2. Make certain that foremen and crew leaders follow same methods.
3. When better ways are found, adopt them as standard and teach them as replacements for old methods.

STEP III - TRY OUT PERFORMANCE

A. Have the person try out new method under your supervision.

1. You are assured he knows the method.
2. Bad habits are avoided from the start.

B. Question individual workers on weak and key points.

C. Correct errors as the worker makes them.

1. Do it in a friendly, constructive way.
2. Compliment the worker on good points, while correcting him on weak ones.
3. Try to let the worker correct himself.
 - a. Ask the worker if he knows what he is doing wrong.
 - b. Take the tool and demonstrate his method and have him correct you.
4. Don't overdo correcting--correct only the key points at first.
5. Don't correct the worker in front of others.
6. Treat each worker individually.
 - a. Let each man know he is being considered.
 - b. Know what kind of corrective treatment each man absorbs best.
 - (1) Take it easy on the slow man.
 - (2) Head off the quick man before he picks up bad habits.
 - (3) Keep the bashful man out of the glare of public exposure.

- (4) Keep the show-off fully occupied.
- (5) Calm the nervous man.
- (6) Explain things at length to the resentful old-timer.

D. Encourage the workers in their training efforts.

1. Be free with compliments.
2. Job perfection is not necessary for a worker to deserve a compliment--progress can be complimented.
3. Compliment workers at the end of training sessions so they leave with a satisfied feeling.
4. Compliment workers in front of crew leaders and foremen.

E. Continue practice until you know that he knows.

1. Perfection is not necessary but worker must know how to do the job before training is completed.
2. After training, worker should use standard methods immediately on his job.

STEP IV - FOLLOW THROUGH

A. Allow the worker to perform the new method without supervision.

B. Spot check the worker frequently.

C. Encourage the worker's questions.

1. Assure him that questions are not a sign of weakness.
2. Treat all questions seriously and with respect.

D. Again, stress the key point.

1. Avoid generalization.
2. Again, show exactly how the job is done.

E. Order of importance at this point.

1. Doing the method properly.
2. Meeting the assigned rate.
3. Attaining the desired quality.

F. Adjust method to meet area needs.

1. Change in methods should be resisted unless:

a. Worker is physically handicapped.

b. Area peculiarities create special problem.

2. Workers should be encouraged to find better methods.

G. Let worker know how he is doing. (Praise him when you can, bawl him out if you must, but don't ignore him.)

H. Do not expect miracles from training--results come slowly, not overnight.

Florida Regional Medical Program
One Davis Boulevard, Suite 307
Tampa, Florida 33606
(813) 253-0931

ERIC Clearinghouse

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